

PELION ELEMENTARY

1202 Pine Street
Pelion, South Carolina 29123

GRADES K-4 Elementary School

ENROLLMENT 903 Students

PRINCIPAL James T. Siler 803-894-2000

SUPERINTENDENT Dr. Karen C. Woodward 803-951-8363

BOARD CHAIR Ms. Kay P. Coker 803-892-3227

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 6 | 48 | 47 | 0 | 0 |

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

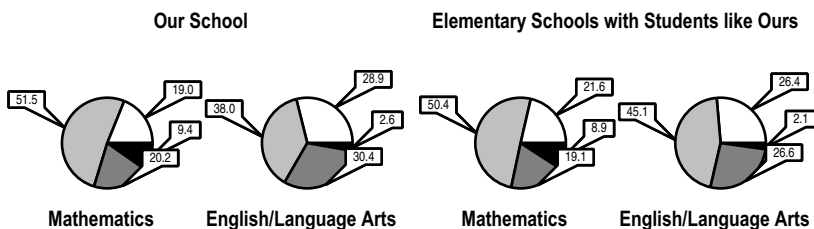
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Unsatisfactory | N/A |
| 2002 | Good | Below Average | N/A |
| 2003 | Good | Average | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 78 | 176 | 162 |
| Percent satisfied with learning environment | 82.1% | 87.9% | 85.4% |
| Percent satisfied with social and physical environment | 88.5% | 85.1% | 68.4% |
| Percent satisfied with home-school relations | 68.0% | 89.1% | 85.4% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 370 | 100.0 | 28.9 | 38.0 | 30.4 | 2.6 | 33.0 | 17.6 |
| Gender | | | | | | | | |
| Male | 183 | 100.0 | 37.7 | 34.1 | 25.7 | 2.4 | 28.1 | 17.6 |
| Female | 187 | 100.0 | 20.6 | 41.7 | 34.9 | 2.9 | 37.7 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 332 | 100.0 | 28.7 | 37.1 | 31.3 | 2.9 | 34.2 | 17.6 |
| African-American | 27 | 100.0 | 28.0 | 52.0 | 20.0 | N/A | 20.0 | 17.6 |
| Asian/Pacific Islander | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 10 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 275 | 100.0 | 18.6 | 40.9 | 38.1 | 2.4 | 40.5 | 17.6 |
| Disabled | 95 | 100.0 | 55.8 | 30.5 | 10.5 | 3.2 | 13.7 | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 370 | 100.0 | 28.9 | 38.0 | 30.4 | 2.6 | 33.0 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 368 | 100.0 | 28.5 | 38.2 | 30.6 | 2.6 | 33.2 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 236 | 100.0 | 34.0 | 38.1 | 26.0 | 1.9 | 27.9 | 17.6 |
| Full-pay meals | 132 | 100.0 | 20.5 | 37.8 | 37.8 | 3.9 | 41.7 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All students | 370 | 100.0 | 19.0 | 51.5 | 20.2 | 9.4 | 29.5 | 15.5 |
| Gender | | | | | | | | |
| Male | 183 | 100.0 | 17.4 | 50.9 | 22.8 | 9.0 | 31.7 | 15.5 |
| Female | 187 | 100.0 | 20.6 | 52.0 | 17.7 | 9.7 | 27.4 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 332 | 100.0 | 17.6 | 51.5 | 20.8 | 10.1 | 30.9 | 15.5 |
| African-American | 27 | 100.0 | 36.0 | 56.0 | 8.0 | N/A | 8.0 | 15.5 |
| Asian/Pacific Islander | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 10 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 275 | 100.0 | 11.3 | 53.0 | 25.1 | 10.5 | 35.6 | 15.5 |
| Disabled | 95 | 100.0 | 38.9 | 47.4 | 7.4 | 6.3 | 13.7 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 370 | 100.0 | 19.0 | 51.5 | 20.2 | 9.4 | 29.5 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 368 | 100.0 | 18.8 | 51.8 | 20.0 | 9.4 | 29.4 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 236 | 100.0 | 21.9 | 55.8 | 17.2 | 5.1 | 22.3 | 15.5 |
| Full-pay meals | 132 | 100.0 | 14.2 | 44.1 | 25.2 | 16.5 | 41.7 | 15.5 |

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 178 | N/A | 27.2 | 40.5 | 30.6 | 1.7 | 32.4 |
| | Grade 4 | 192 | N/A | 20.9 | 49.7 | 28.9 | 0.5 | 29.4 |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 176 | 100.0 | 23.3 | 28.9 | 43.4 | 4.4 | 47.8 |
| | Grade 4 | 194 | 100.0 | 33.9 | 45.9 | 19.1 | 1.1 | 20.2 |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|------|------|
| 2002 | Grade 3 | 178 | N/A | 31.2 | 46.8 | 17.3 | 4.6 | 22.0 |
| | Grade 4 | 192 | N/A | 19.3 | 42.2 | 28.3 | 10.2 | 38.5 |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 176 | 100.0 | 14.5 | 55.3 | 19.5 | 10.7 | 30.2 |
| | Grade 4 | 194 | 100.0 | 23.0 | 48.1 | 20.8 | 8.2 | 29.0 |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 903) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 2.8% | Down from 3.6% | 2.7% | 2.4% |
| Attendance rate | 94.5% | Down from 94.8% | 95.7% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 11.3% | Down from 13.6% | 12.4% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 9.0% | Up from 8.8% | 8.6% | 8.0% |
| Older than usual for grade | N/A | N/A | 1.2% | 1.1% |
| Suspended or expelled | 0.3% | Up from 0.0% | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|----------|---------------------|-----------|-----------|
| Teachers (n= 75) | | | | |
| Teachers with advanced degrees | 42.7% | Up from 42.5% | 46.9% | 50.0% |
| Continuing contract teachers | 85.3% | Up from 80.8% | 85.7% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 80.6% | Up from 78.4% | 87.2% | 86.2% |
| Teacher attendance rate | 95.5% | Up from 95.2% | 95.2% | 95.3% |
| Average teacher salary | \$38,023 | Up 2.2% | \$39,326 | \$39,909 |
| Prof. development days/teacher | 6.8 days | Down from 10.6 days | 11.6 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 3.0 | 4.0 |
| Student-teacher ratio | 20.4 to 1 | Up from 18.0 to 1 | 18.7 to 1 | 18.9 to 1 |
| Prime instructional time | 89.3% | Up from 89.2% | 89.3% | 89.7% |
| Dollars spent per pupil* | \$6,037 | Up 18.5% | \$5,649 | \$5,892 |
| Percent spent on teacher salaries* | 67.1% | Down from 67.3% | 66.7% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parent/Guardian:

"Where Pride Example Shows," the school motto, is a belief shared by all Pelion Elementary School stakeholders.

We are committed to providing a positive, pleasant, and safe learning environment for each of the 1,000 students served in the three-year-old program through the fourth grade here. Evidence of the level of implementation of the school's motto is illustrated on a daily basis by the dedicated staff, supportive parents, active PTO and School Improvement Council (chaired by Ruth Ann Treaster), and contributing business partners.

All Pelion Elementary stakeholders worked together to achieve the following accomplishments during the 2002-2003 school year. More than 50 percent of our teachers passed the Lexington One Technology Competency Assessment. Pelion Elementary opened the Japanese Art Museum to students and the community. Our Character Education Program that involves students, parents, staff members, and businesses in our community supported several local families experiencing hardships; sent "Treats For Troops" overseas during the war with Iraq and raised money for the United Way, Relay For Life cancer research, and the Juvenile Diabetes Research Foundation.

Our PTO funded additional outdoor furniture, several field trip opportunities for students, and other media center projects.

During school year 2003-2004 we will emphasize integrating technology into the curriculum. A part-time Technology Integration Specialist will assist with this goal. We will also work to help third and fourth grade students make gains on PACT (Palmetto Achievement Challenge Test.) For example, if a student scores at the Proficient level, we will try to help that child score at the Advanced level next year.

In summary, Pelion Elementary School is proud of its reputation as an excellent school. Every child is special, important, and involved. The students, parents, staff, and community work hand-in-hand to make our school a place "where pride example shows."

The School Improvement Council assisted in the creation of this report.

James T. Siler, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.